

DOCUMENT RESUME

ED 406 356

SP 037 247

AUTHOR Schulz, Renate
TITLE Interpreting Teacher Practice: Two Continuing Stories. The Practitioner Inquiry Series.
REPORT NO ISBN-0-8077-3558-2
PUB DATE 97
NOTE 154p.
AVAILABLE FROM Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027.
PUB TYPE Books (010) -- Reports - Descriptive (141)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Case Studies; Educational Research; English Teachers; Higher Education; Language Arts; Longitudinal Studies; *Narration; Participant Characteristics; *Participatory Research; Reader Text Relationship; Reading Research; Research Problems; Secondary Education; *Story Telling; Teacher Attitudes; Teacher Background; Teacher Collaboration; *Teacher Competencies; Theory Practice Relationship
IDENTIFIERS Teacher Researcher Cooperation

ABSTRACT

This volume is a longitudinal study that explores the responses of two experienced high school English teachers to curriculum changes and examines how a teacher's past attitudes and experiences influence current practice. There are six chapters. The first is a discussion of narrative inquiry as a research method. The next two chapters are narrative accounts of the classroom practices of the two participants as observed by the researcher. This is followed by a strong response by one participant, uncomfortable with the researcher's "story." This response, in turn, brings the researcher back to discuss methodological and ethical issues of collaborative research and to explore the relationship between researcher and participant in the field. The final chapter of the book discusses narrative meaning. It examines narrative construction, rhetorical devices, literary theories, the author's role, and the reader's voice. (Contains 80 references.) (CH)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
